

# Review and Analysis of Systemic Gaps in K-12 Education

Chiefs of Ontario

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# Welcome and Introductions

Neil Debassige *LEARNfirst Education Consulting – M'Chigeeng First Nation*

Dr. Kelly Gallagher-Mackay *Associate Professor Wilfrid Laurier University*

Maria Yau *Founder EquiFair Research Consulting*

Who are YOU? GO TO [www.menti.com](http://www.menti.com) and use code 8147 2407

# Chiefs of Ontario

Legal name – Indian Associations Coordinating Committee of Ontario Inc.

A not-for-profit federal corporation since 1982

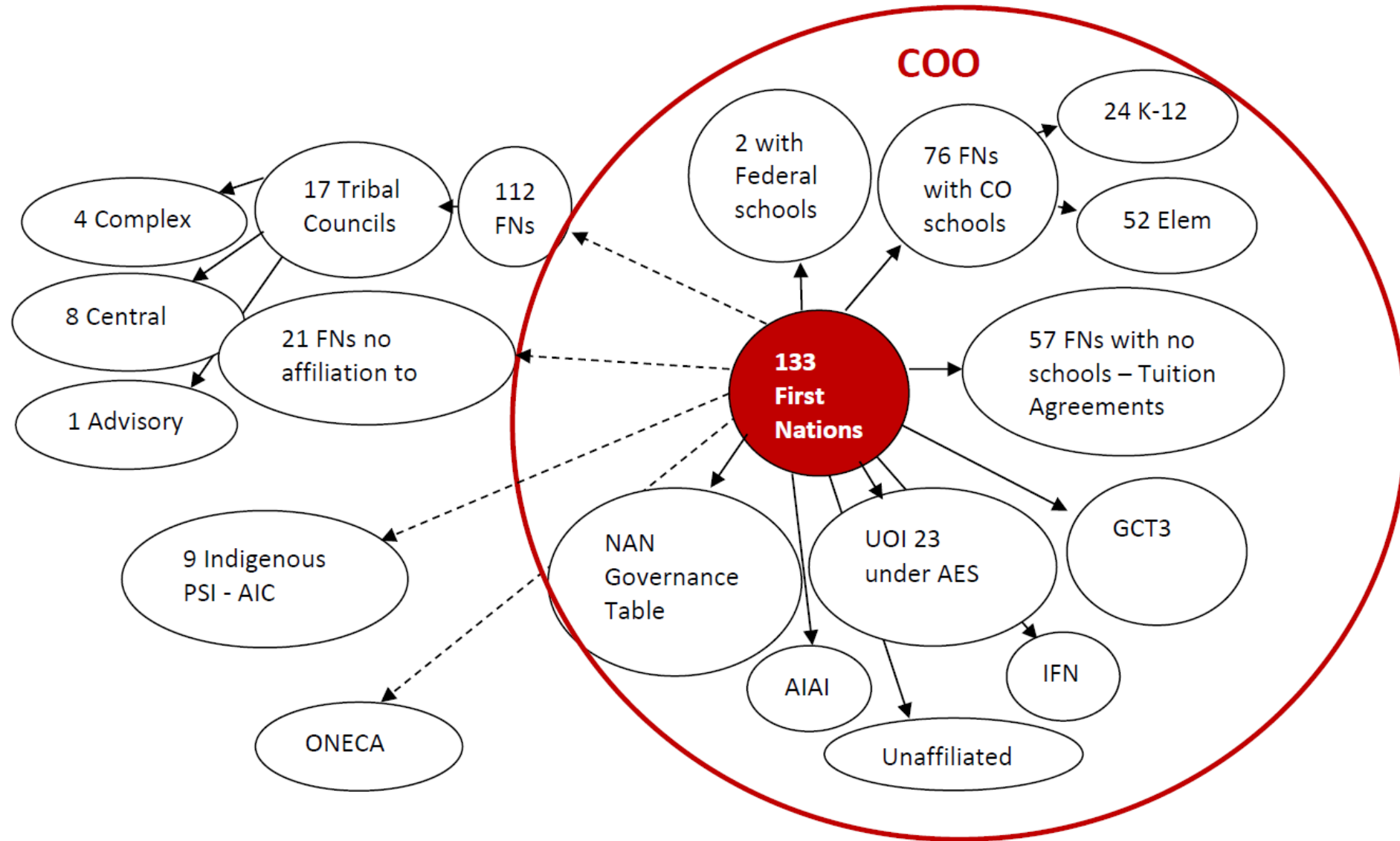


Purpose - to serve the needs of First Nations in Ontario by:

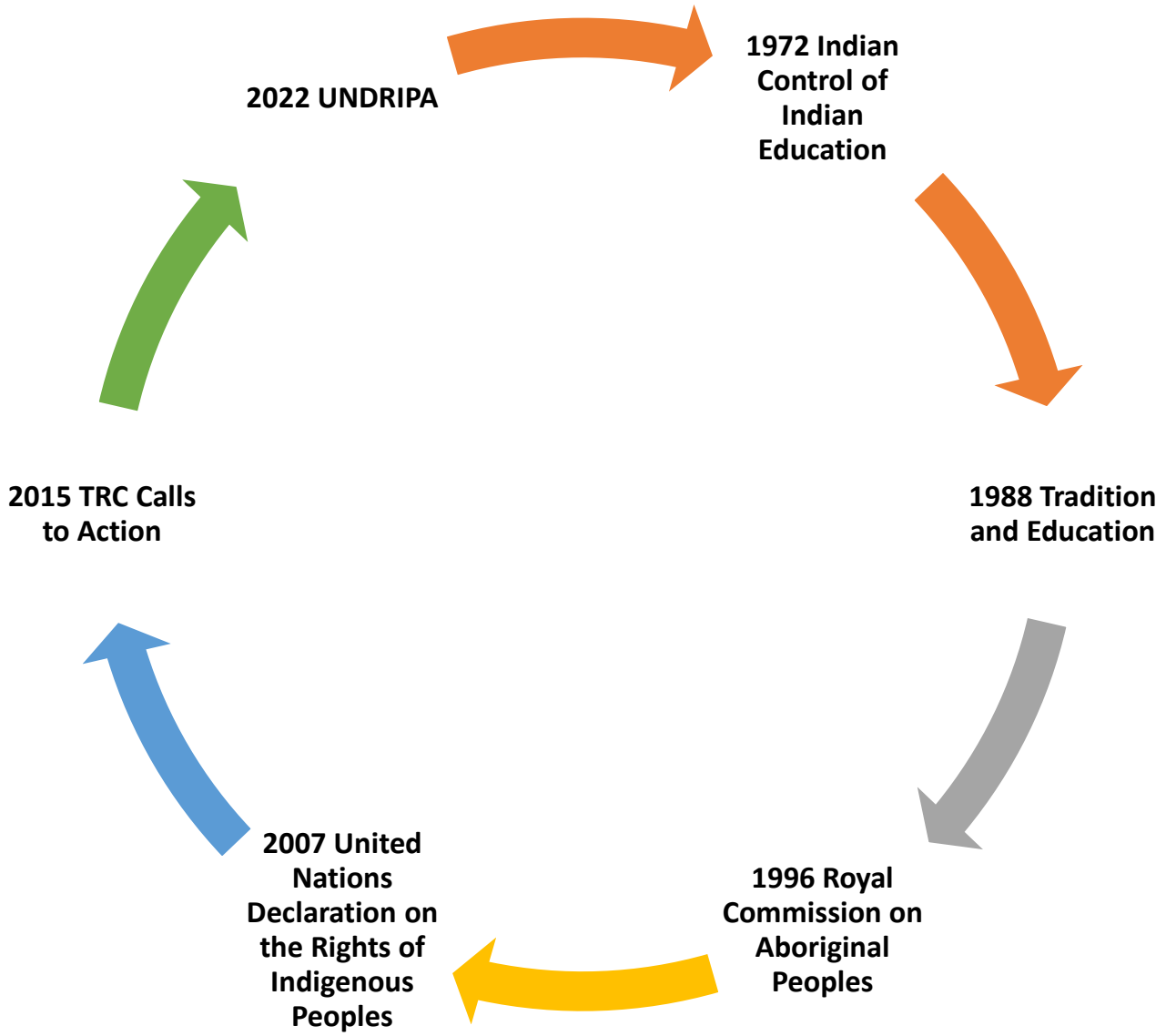
Discussing issues and deciding on priorities

Coordinating an annual all Ontario Chiefs conference including post conference activities

Formulating positions and policies by facilitating discussion, planning, monitoring and evaluation of issues

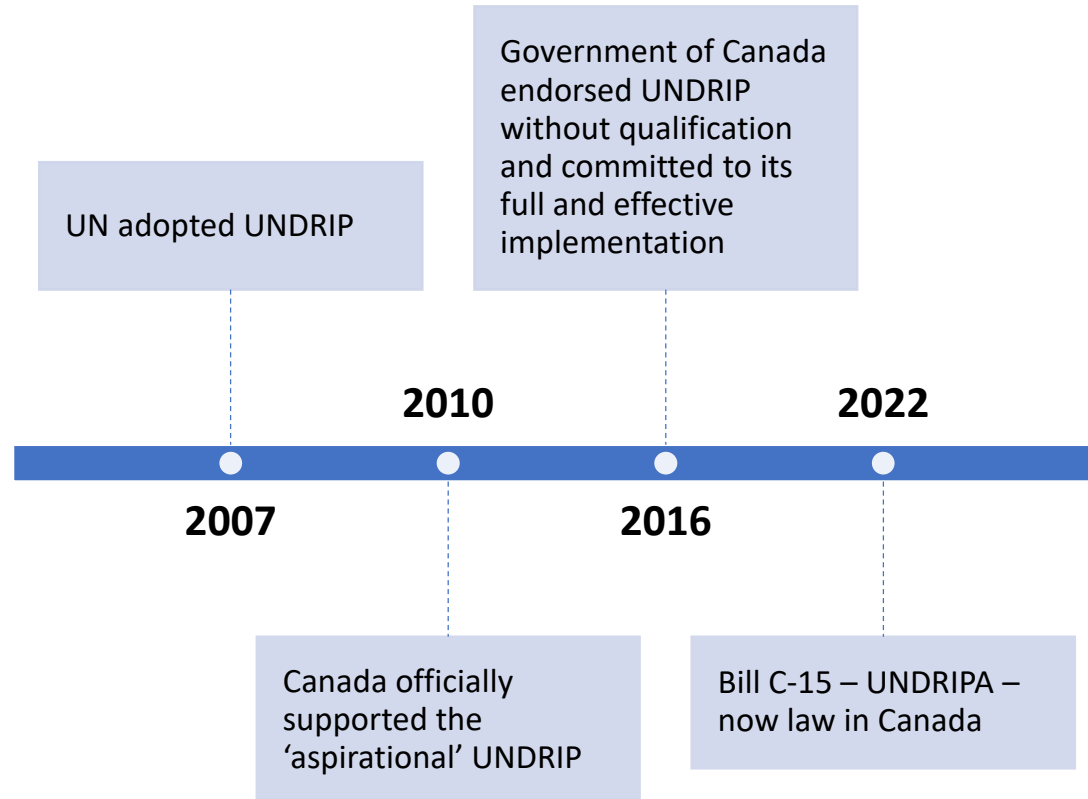


# Calls for Change



# First Nation Control over First Nation Education:

## *United Nations Declaration on the Rights of Indigenous Peoples Act*



### Article 14:

- 1) Indigenous peoples have the right to establish and control their educational systems providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning
- 2) Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination
- 3) States shall, in conjunction with indigenous peoples (on and off reserve) have access to an education in their own language and provided in their own language

Truth and Reconciliation  
Commission:  
Call to action -> *Data* on  
Systemic Gaps

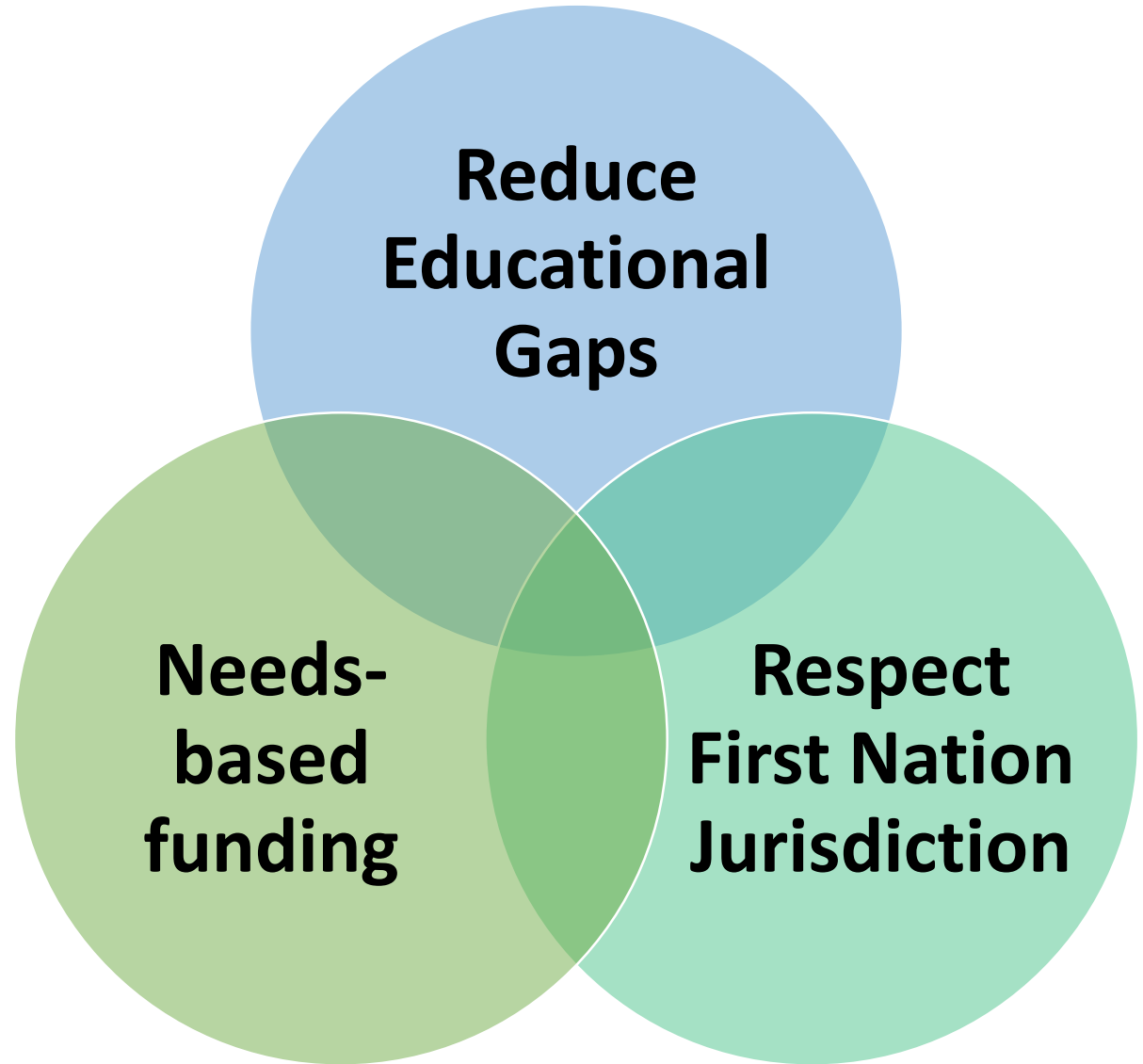
Call # 10

Funding should be sufficient to close gaps in a generation.

Call #9

We call upon the federal government to prepare and publish annual reports **comparing funding** for the education of First Nations children on and off reserves, **as well as educational and income attainment of Aboriginal peoples in Canada compared with non-Aboriginal people.**

Recap on  
Why is  
Change  
Needed?





# Goals of the project

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Identify **educationally significant disparities** in opportunities and outcomes of schooling



Support **negotiations** for equitable funding in support of TRC Calls to Action



Develop **baselines** for intervention studies to learn about impact of changes/funding for program improvement

# 3 groups of students

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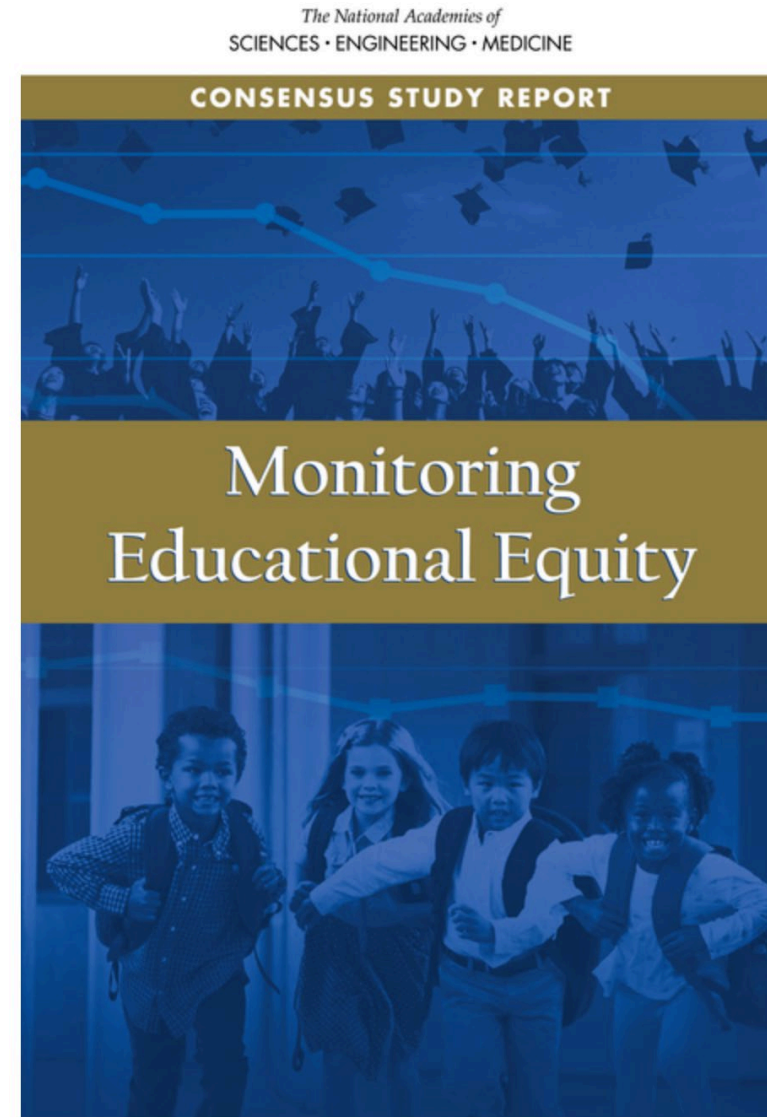
- Students in First Nations schools
- First Nations students in provincially funded schools
- Ontario or Canadian averages as a benchmarks



We are using an evidence-based framework for monitoring educational equity throughout K-12

A focus on disparities in student outcomes *and in* important opportunities and resources to support student success.

IN ADDITION – our framework informed by community concerns around wellbeing, cultural revitalization and engagement of families.



Educational Opportunities	Educational Outcomes
<b>Equitable access to quality early education and care</b>	<b>Kindergarten readiness</b>
<b>Equitable access to high quality instruction</b> <ul style="list-style-type: none"> <li>• Teacher experience and access to diverse educators</li> <li>• Access to science-based reading instruction*</li> </ul>	<b>K-12 learning and engagement</b> <ul style="list-style-type: none"> <li>• Achievement measures (normed)</li> <li>• Grades (holistic/contextual, teacher judgment)</li> <li>• Attendance</li> <li>• Self-reported well-being</li> </ul>
<b>Equitable access to high quality curriculum</b> <ul style="list-style-type: none"> <li>• Curricular breadth (availability of arts, science &amp;c)</li> <li>• Enrollment in courses that prepare for postsecondary</li> </ul>	
<b>Equitable access to supportive school and classroom environments</b> <ul style="list-style-type: none"> <li>• Available special education &amp; mental health supports</li> <li>• Caring adults in school</li> <li>• Suspensions and expulsions</li> </ul>	
<ul style="list-style-type: none"> <li>*Parents are able to participate in their children’s education</li> <li>*Opportunities for well-being at school</li> </ul>	<b>Educational attainment</b> <ul style="list-style-type: none"> <li>• Graduation</li> <li>• Postsecondary access</li> </ul>

# Indicators from *Monitoring Educational Equity*

Opportunities to learn and key school resources


Student Outcomes achievement (skills & knowledge), progression

In addition:

A focus on well-being, culture and families

# What we need from First Nations schools

## Three things

- Share **administrative data** on student outcomes (attendance, gr 9 grades & credit accumulation, graduation, PSE)
  - Answer a **principal survey** about school-level resources
  - Participate in **assessments** of student learning and well-being
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# Supports available to schools

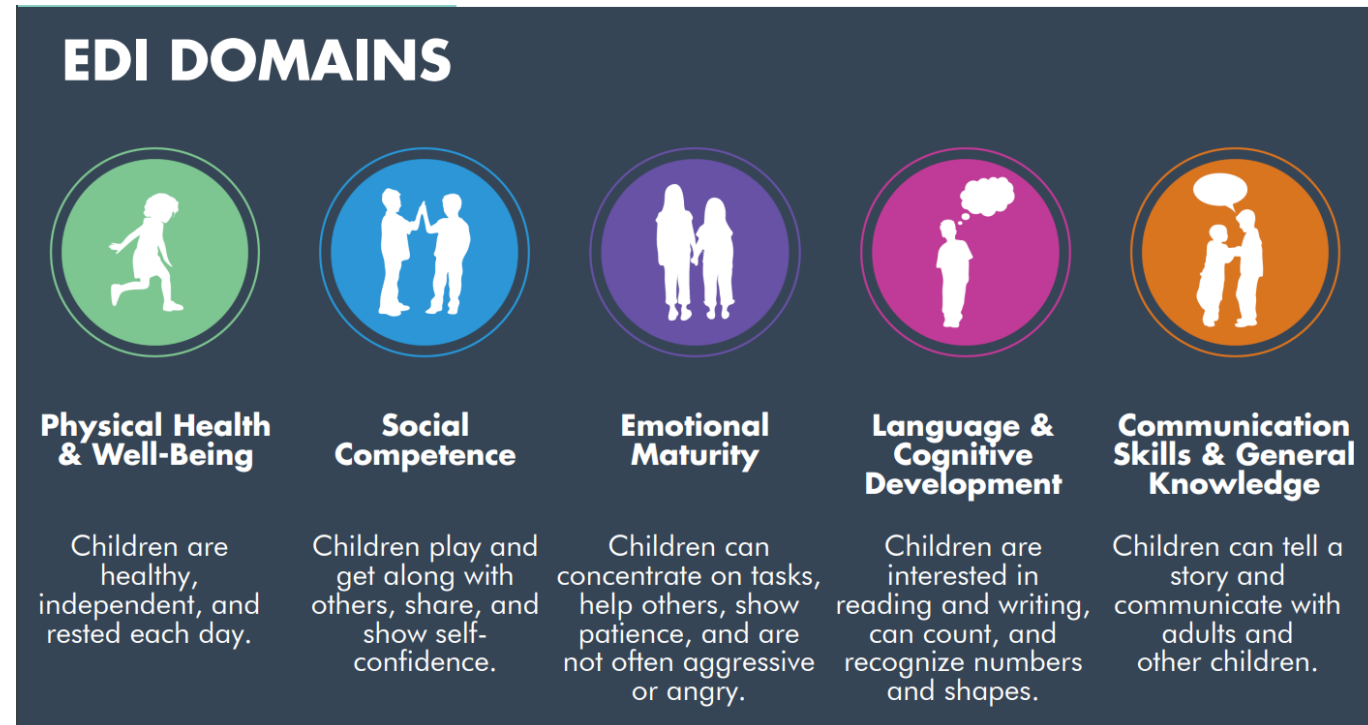
- COO will support educators' participation
  - Donation to school
    - 1 day for Kindergarten teachers completing EDI for JK/SK student
    - .5 days for teachers administering CAT4, MDI
    - .25 for administrators completing survey
- Training for educators
- Assessment and school level reports directly from CAT4, EDI, MDI teams (data also shared to COO)
- Schools get reports on their own students to use education and planning purposes



# The Early Development Instrument (EDI) – for Kindergartens



- The EDI, developed in the early 2000s in Ontario, measures young children's ability to meet age-appropriate developmental expectations across 5 domains.
- Based on regular class observations of students' skills and behaviours, Kindergarten teachers complete a questionnaire on each student (approximately 10-20 minutes/each), usually during spring term.
- Implemented in every Canadian province and territory as well as over 30 other countries.



# Question for you:

Does your school have the technological infrastructure (connectivity, one to one computers in class for Grades 3 up, earphones) to participate in ONLINE assessments or surveys?

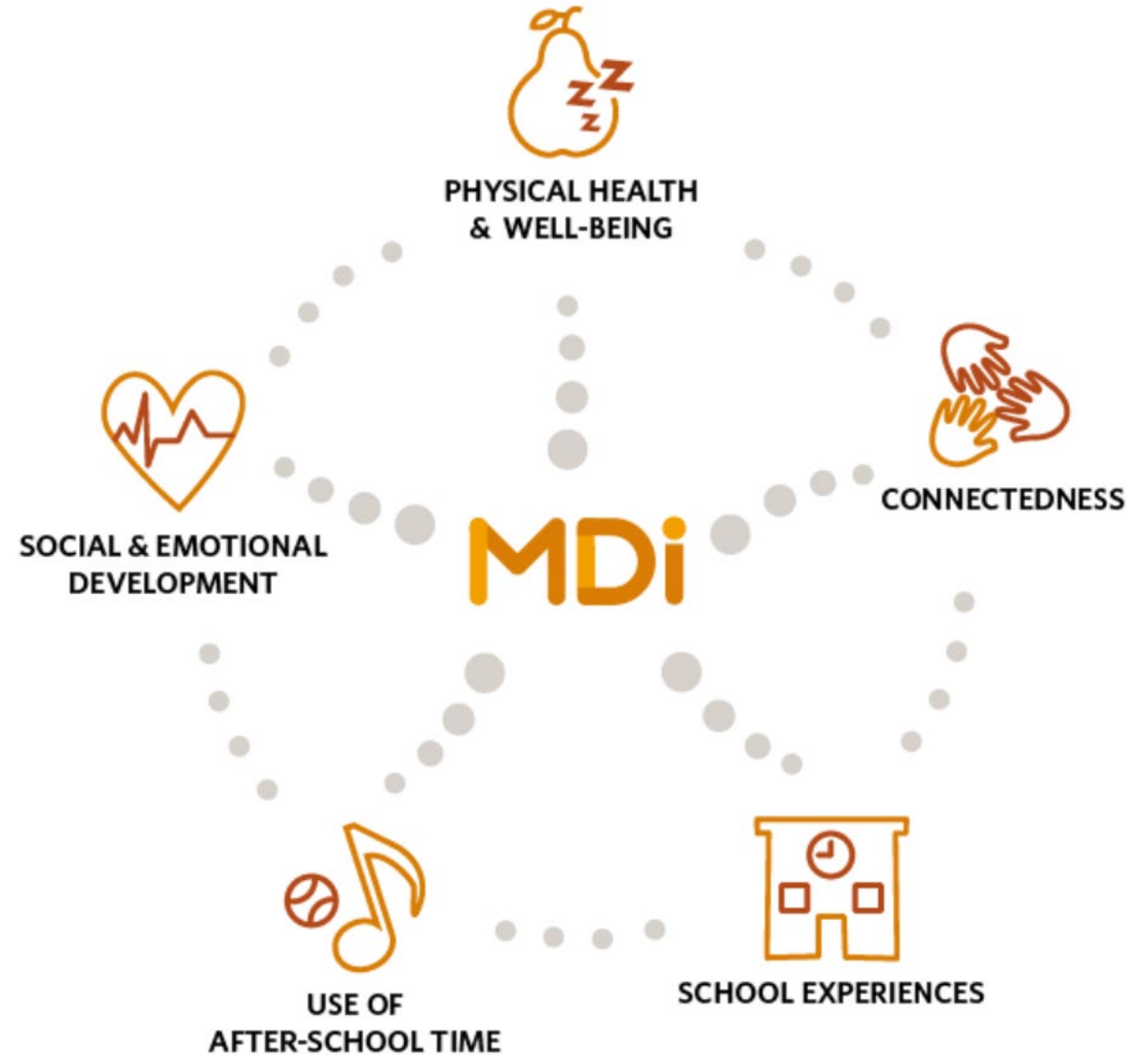
[www.menti.com](http://www.menti.com) and use code  
8147 2407





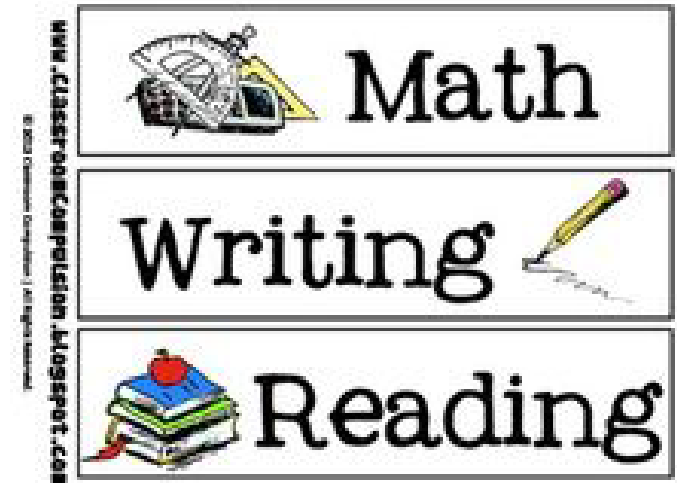
# The Middle Years Development Instrument (MDI) – for Grades 7-8

- The MDI developed mid-2000s in BC.
- It is a self-report questionnaire that can be completed in one class period (approximately 1 hour), asking middle-years students about their thoughts, feelings and experiences in school and in the community.
- It has been implemented mainly in BC, in 8 boards in Ontario, and a number of territories and First Nations schools.



# Canadian Achievement Tests, Version 4 (CAT4) – for Grades 2 & 5

- CAT is a test to assess students' foundational reading, writing and math skills considered necessary for their grade level. CAT4 was first released in Fall 2008.
- It is Canadian-based with reference to Canadian curriculum, and with Canadian and Ontario norms.
- It is relatively easy to administer during regular class time (about 3 hours). CAT4 has both paper and online versions.
- Fast turnaround allows teachers, support staff and school administrators to identify their students' strengths and needs within the school year.



# Ownership, Control, Access & Possession (OCAP) School & Student Data

## **Parents will be informed and have the opportunity to opt-out**

- Assessments for this research are widely used
- Data will NEVER be reported at individual or school level (aggregates only)

## **Protecting Student Data**

- Survey responses are confidential
- De-identified data will be encrypted and stored in secure, Canadian cloud owned by COO
- Access to individual data limited to research team
- Schools will control their own data and share results

# Timelines

We will be asking for your involvement very soon!  
Fast responses will help us be ready to use the data to support negotiations and advocacy.



Now what?

- Questions or reactions? Let's discuss
- Please sign the sheets going around if you want to learn more or be involved or have specific input/questions

